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ABSTRACT

This report describes a survey conducted at Johnson County Community College (JCCC) (Kansas) to measure staff perceptions, attitudes, and satisfaction with a variety of aspects of the Success Center/Student Services model, upon which the college's two-year old Success Center is based. Surveys were distributed in December 2001 to 107 Student Center staff members; 74 surveys were returned, for a response rate of 69%. Findings include: (1) 78% preferred the new Success Center model; (2) 75% defined the model as "one-stop shopping with almost all student services in one place"; (3) 80% rated five aspects of the center as "excellent" or "good," including the effectiveness of having most services available in one place (94%) and the degree to which the center meets users' needs (93%); (4) 87% of staff were "very" or "somewhat" satisfied with their jobs overall; (6) although 21% of respondents had been employed at JCCC for less than a year, almost half (47%) had been employed at the college for as many as five years, and one-third for six or more years; and (7) five barriers to providing the best possible customer service included distractions, in sufficient staff for peak times, difficulty in maintaining student confidentiality, slow speed of computers in accessing information, and high noise level. Tabled survey results, the survey instrument, and respondents' verbatim comments are appended. (Contains 15 figures.) (Author/EMH)

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Staff Evaluation of the JCCC Success Center Model

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April, 2002

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Staff Evaluation of the JCCC Success Center Model

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April, 2002

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Background

Early in the 2001 fall semester the JCCC Office of Institutional Research was asked to conduct an evaluation of the JCCC Success Center. The Success Center has been operational for approximately two years and is based on the JCCC Student Services model, also known as the "Success Center model." Because the Success Center model is unique not only for students but also for staff, it is important to evaluate its effectiveness from both the user and service provider perspectives.

Objective

The major objective of this project was to measure staff perceptions, attitudes, and satisfaction with a variety of aspects of the Success Center model at JCCC.

Methodology

Surveys were distributed in December, 2001 to 107 Second Floor Student Center staff members. Seventy-four completed surveys were returned, a 69.2% response rate.

Major Findings

- Almost eight in ten respondents (78%) preferred the new Success Center model.
- Three in four respondents defined the Success Center model as "one-stop shopping with almost all student services in one place." One in three respondents included "helping students develop and achieve their goals" in their definition of the model.
- Five selected aspects of the 2nd Floor Student Center were rated "excellent" or "good" by at least 80% of respondents and include: effectiveness of having most student services available in one place (94%), the degree to which the 2nd Floor Student Center meets users' needs (93%), quality of service during "non-peak" times (89%), staff knowledge (86%), and the 2nd Floor Student Center overall (83%).
- About nine in ten respondents were "very" or "somewhat" satisfied with the following seven characteristics of the Success Center: overall resources/services (96%); staff knowledge/ competence, attractiveness of environment, and variety of resources (94% each); how easy it is to get questions answered and location (93% each); and staff interest in personal success (88%).
- More than nine in ten respondents indicated that the following services meet clients' needs: Access Services (100%); drop/add classes (98%); Admissions, transcripts, and transfer information (96% each); Financial Aid (94%); and Academic Advising and Counseling (92% each).

- At least eight in ten respondents agreed that: having access to most student services in one place is a good idea (99%), they know where to refer visitors who have questions they personally cannot answer (96%), the 2nd Floor Student Center is a great place to work (85%), staff meetings for their work group are informative (84%), and staff in the various areas of the 2nd Floor Student Center generally treat each other with respect.

- Five barriers to providing the best possible customer service cited as "frequent" barriers by at least 15% of respondents include: distractions (19%), insufficient staff for "peak" times (18%), difficulty in maintaining student confidentiality (17%), and slow speed of computers in accessing information and high noise level (15% each). Three of these five can be related to the open office concept: high noise level, student confidentiality, and distractions.

- In general, respondents expressed a high degree of satisfaction with their jobs. Eighty-seven percent were "very" or "somewhat" satisfied with their jobs overall. Approximately nine in ten respondents were satisfied with their co-workers, the respect others have for their property, emphasis on meeting clients' needs, and making a difference in students' lives.

- In general, about half of respondents indicated they interacted professionally with other 2nd Floor Student Center staff work groups approximately one to four times daily. Over forty percent of respondents indicated the number of professional interactions with Counseling and Success staff was at least five times daily.

- Respondents were asked to rate their relationships with each of the other five work groups in the 2nd Floor Student Center from poor to excellent. The percent of respondents rating their relationship with a specific work group as "excellent" or "good" ranged from 65% for Counseling staff to 84% for Registration staff.

- The percent of respondents rating communication with each of the other five work groups in the 2nd Floor Student Center as "excellent" or "good" ranged from 55% for communication with Registration staff to 73% for communication with the Success staff.

- The breakdown of respondents by work group is as follows: Counseling (27%), Career (22%), Registration and Success staff (19% each), Access (6%), Financial Aid (5%), and other (2%).

- Although 21% of the respondents had been employed at JCCC for less than one year, almost half (47%) had been employed at JCCC one to five years and one-third for six or more years.

- Over half the respondents (54%) had worked on the 2nd Floor of the Student Center longer than 18 months and an additional 21% had worked there longer than one year, with the remaining one-quarter indicating their employment on the 2nd Floor of the Student Center was shorter than one year.

- Job classifications represented by respondents were office/technical (52%), bargaining unit (12%), AMS and temporary employee (9% each), and other (17%).

- Approximately two-thirds of the respondents are employed full-time and approximately half are salaried.

- Few respondents were younger than twenty years of age (7%) and few were older than 60 years of age (4%). The breakdown for the remaining age categories was: 20-29 (28%), 30-39 (17%), 40-49 (23%), and 50-59 (21%).

- Seventy-seven percent of the respondents were female.

Discussion

The Success Center model received high ratings in two important areas: providing services that meet clients' needs, and job satisfaction.

The staff evaluation of the Success Center model also revealed some opportunities for improvement in the following areas:

--Content of general 2nd Floor Student Center staff meetings
--Understanding of what is included in the Success Center model
--Staff turnover
--"Overlapping" areas of responsibility
--Minimization of distractions
--Review of peak-time staffing levels
--Student confidentiality
--Investigation into computer speeds and networking
--Lessening of noise level
--Placement of counselor check-in desk
--Signage review
--Communication
--Lack of cashier in Student Center

JCCC can be proud of the Success Center model and how it delivers services to students. This evaluation provides the basis for initiating improvements that will ensure continued good service in the future.

Background

Early in the 2001 fall semester the JCCC Office of Institutional Research was asked to conduct an evaluation of the JCCC Success Center. The Success Center, located on the Second Floor of the Student Center, has been operational for approximately two years and is based on the JCCC Student Services model, also known as the "Success Center model." This model moves beyond the traditional 'one-stop shopping concept,' and focuses on the facilitation of each student's growth and development, encouraging learning and promoting achievement of individual goals. Because the Success Center model is unique not only for students but also for staff, it is important to evaluate its effectiveness from both the user and service provider perspectives.

Objective

The Staff Evaluation of the JCCC Success Center Model is one of three projects developed to help evaluate the Success Center model. The major objective of this project was to measure staff perceptions, attitudes, and satisfaction with a variety of aspects of the Success Center model at JCCC.

Methodology

Surveys were distributed in December, 2001 to 107 Second Floor Student Center staff members. Seventy-four completed surveys were returned, a 69.2% response rate.

Major findings are presented in the following pages. Tabled results are in Appendix A and a copy of the survey is in Appendix B. Respondents' verbatim comments are recorded in Appendix C.

Please direct any questions or comments about this survey to:

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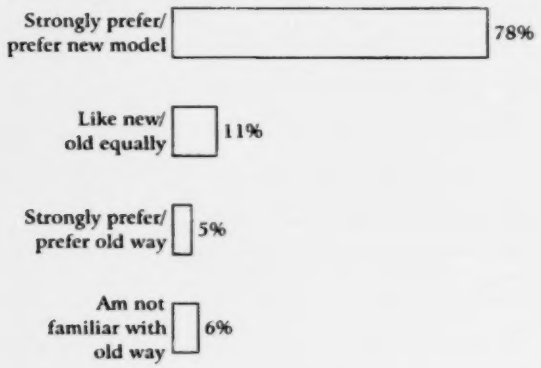
Almost eight in ten respondents (78%) preferred the new Success Center model, eleven percent liked the old and new ways of providing student services about equally, and five percent preferred the "old" way of providing student services. (See Figure 1, below, and Table 1, Appendix A.) The remaining six percent of respondents indicated they were not very familiar with the old way of providing student services.

Figure 1
Preferred Service Delivery Model



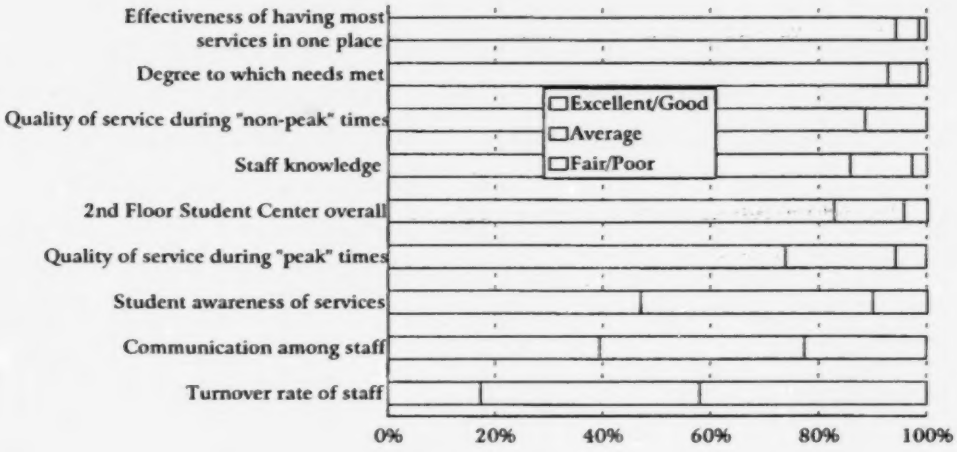
Definition of Success Center Model

Respondents were asked how they would explain the "Success Center model" to someone who knows nothing about it. Fifty-six (75%) of the respondents provided a definition of the "Success Center model (respondents' definitions are recorded verbatim in Appendix C, Question 1.) Of these, 73% indicated it was a "one-stop shop," where virtually all student services were housed in one place. Only one-third (32%) indicated it included helping students develop and achieve their goals. Seven percent indicated it was a starting place for accessing student services and another seven percent voiced criticisms of the Success Center. Fourteen percent had other answers (multiple responses were allowed).

(Note: For purposes of clarity to respondents, the "Success Center model" was referred to in the evaluation instrument as the "2nd Floor Student Center.")

Five of ten selected aspects of the 2nd Floor Student Center were rated "excellent" or "good" by at least 80% of respondents. (See Figure 2, below, and Table 2, Appendix A.) These top-rated aspects include: effectiveness of having most student services available in one place (94%), the degree to which the 2nd Floor Student Center meets users' needs (93%), quality of service during "non-peak" times (89%), staff knowledge (86%), and the 2nd Floor Student Center overall (83%).

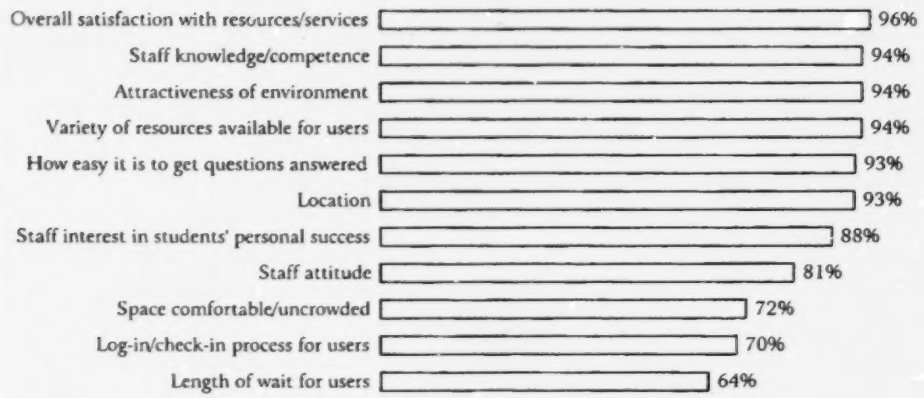
Figure 2
Rating of Aspects of 2nd Floor Student Center



Aspects rated "excellent" or "good" by fewer respondents include quality of service during "non-peak" times (74%), cooperation among staff (62%), student awareness of services (47%), communication among staff (39%), and turnover rate of staff (17%).

About nine in ten respondents were "very" or "somewhat" satisfied with seven of eleven selected characteristics of the Success Center: overall resources/services (96%); staff knowledge/competence, attractiveness of environment, and variety of resources (94% each); how easy it is to get questions answered and location (93% each); and staff interest in personal success (88%). (See Figure 3, below, and Table 3, Appendix A.)

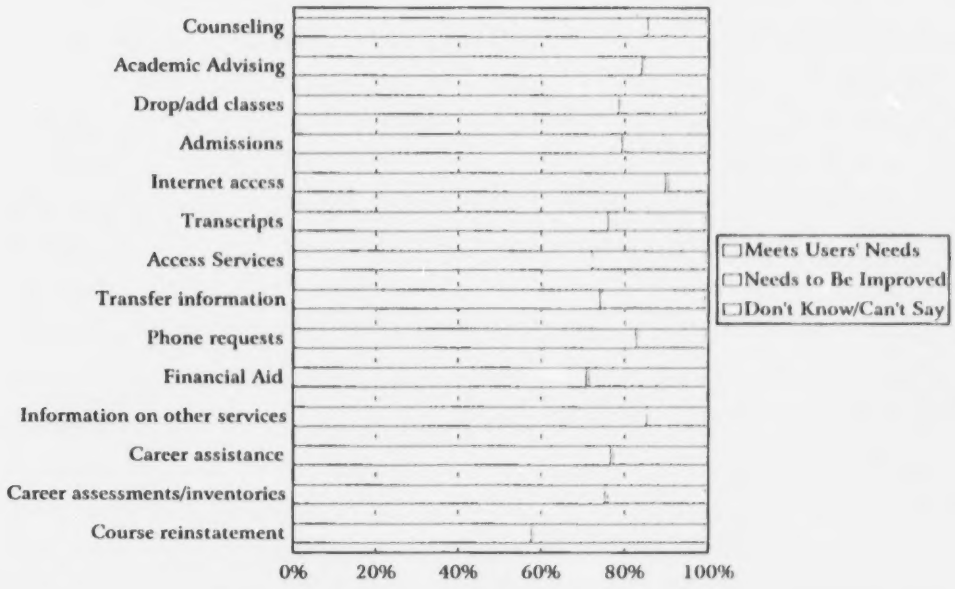
Figure 3
Satisfaction with Characteristics of 2nd Floor Student Center


Overall satisfaction with resources/services 96%
Staff knowledge/competence 94%
Attractiveness of environment 94%
Variety of resources available for users 94%
How easy it is to get questions answered 93%
Location 93%
Staff interest in students' personal success 88%
Staff attitude 81%
Space comfortable/uncrowded 72%
Log-in/check-in process for users 70%
Length of wait for users 64%

Fewer (although approximately two-thirds or more) respondents were satisfied with users' length of wait (64%), the log-in/check-in process (70%), comfortable/uncrowded space (72%), and staff attitude (81%).

Respondents were asked to indicate whether selected student services available on the 2nd Floor of the Student Center meet users' needs or whether they need to be improved (they were also given the option of answering, "Don't know"). (See Figure 4, below, and Table 4, Appendix A.) More than seven in ten respondents indicated that the following services meet clients' needs: Counseling (79%), Academic Advising and drop/add classes (78% each), Admissions (77%), Internet access (76%), transcripts (74%), Access Services (73%), transfer information (72%), and phone requests (70%).

Figure 4
Do Services Meet Users' Needs?

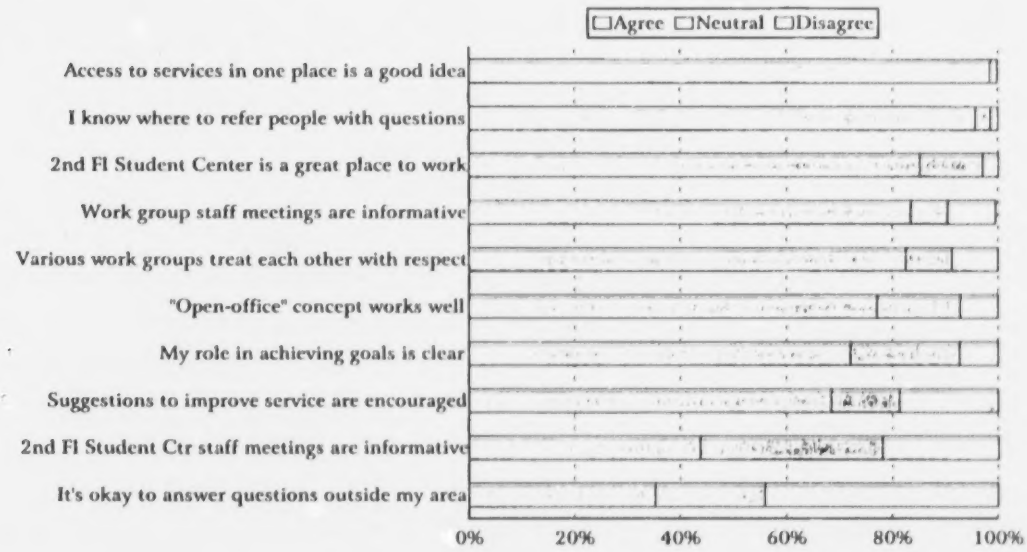


Over 10% of respondents indicated that the following services need to be improved: information on other JCCC services (20%), career assistance and Internet access (14% each), and phone requests and career assessments/inventories (13% each).

Twenty percent or more of respondents indicated they didn't know enough about nine of the fourteen services to be able to ascertain whether they meet users' needs. These nine services are: course reinstatement (42%), Financial Aid (29%), Access Services (28%), transfer information (25%), career assessments/inventories and transcripts (24% each), career assistance (23%), drop/add classes (21%), and Admissions (20%). Visibility and knowledge of these areas might be enhanced through professional development/training of staff.

Respondents were asked to indicate their agreement/disagreement with a variety of statements reflective of selected attitudes about the Success Center. Responses generally indicate positive attitudes about most services. (See Figure 5, below, and Table 5, Appendix A.)

Figure 5
Attitudes About the 2nd Floor Student Center

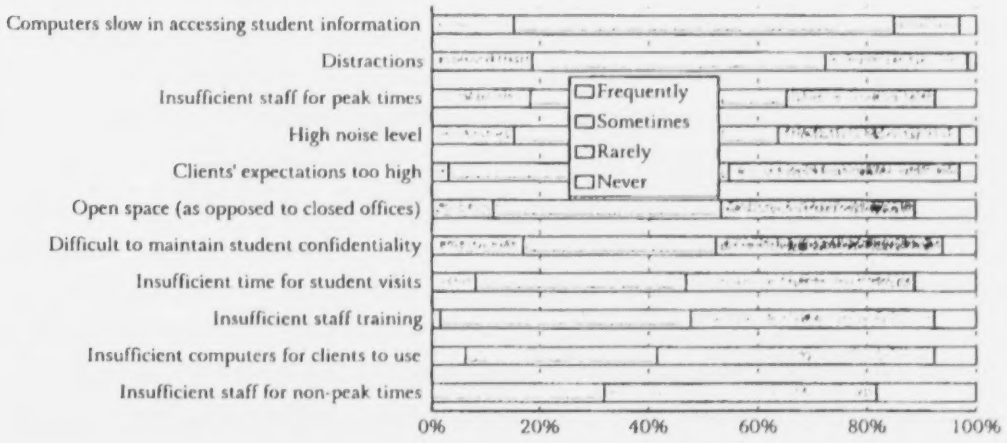

Agree
Neutral
Disagree
Access to services in one place is a good idea
I know where to refer people with questions
2nd Fl Student Center is a great place to work
Work group staff meetings are informative
Various work groups treat each other with respect
"Open-office" concept works well
My role in achieving goals is clear
Suggestions to improve service are encouraged
2nd Fl Student Ctr staff meetings are informative
It's okay to answer questions outside my area
0%
20%
40%
60%
80%
100%

At least eight in ten respondents agreed that: having access to most student services in one place is a good idea (99%), they know where to refer visitors who have questions they personally cannot answer (96%), the 2nd Floor Student Center is a great place to work (85%), staff meetings for their work group are informative (84%), and staff in the various areas of the 2nd Floor Student Center generally treat each other with respect (83%).

In fact, the proportion of respondents agreeing was lower than two-thirds for only two of the ten statements. Forty-four percent of respondents agreed that general 2nd Floor staff meetings were informative and 35% agreed that no one objects if they answer a question outside of their primary area of expertise. Thus, two potential areas to address are the general 2nd Floor staff meetings and staff perceptions dealing with overlapping areas of responsibility.

Five barriers to providing the best possible customer service cited by at least 15% of respondents as occurring frequently include: distractions (19%), insufficient staff for "peak" times (18%), difficulty in maintaining student confidentiality (17%), and slow speed of computers in accessing information and high noise level (15% each). (See Figure 6, below, and Table 6, Appendix A.) Three of these five can be related to the open office concept: high noise level, [lack of] student confidentiality, and distractions.

Figure 6
How Often Barriers Prevent Providing the Best Possible Client Service

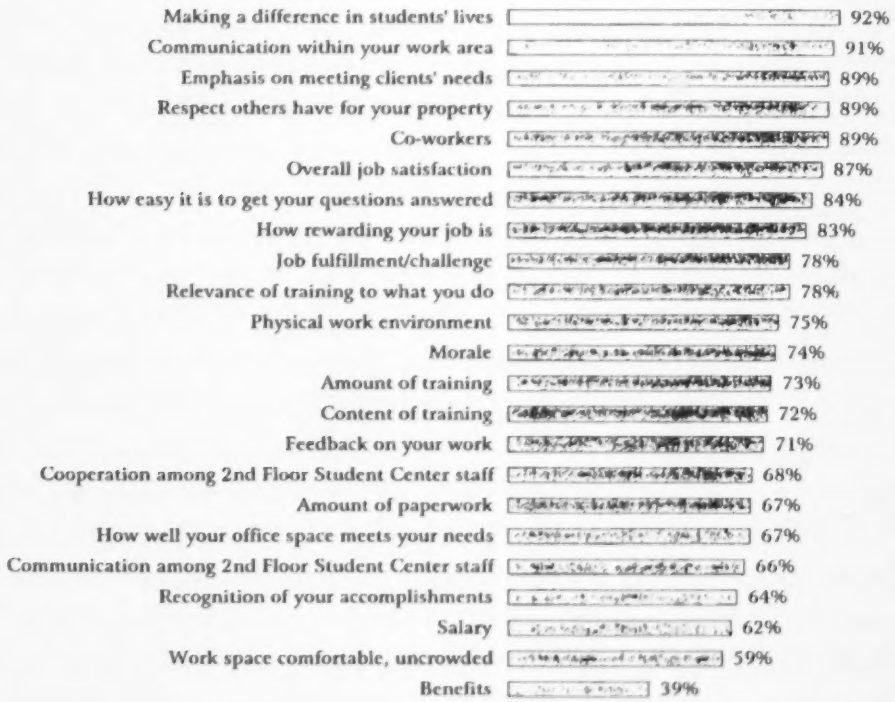


Suggested Ways to Improve Service to Users

Respondents' suggestions on how to improve client service are listed verbatim in Appendix C (Question 18). The most prevalent areas for which respondents listed suggestions included changes in the management reporting structure (13%), location of counselor check-in desk (11%), and communication (11%).

Respondents were asked to indicate their level of satisfaction with each of twenty-three aspects of their job in the 2nd Floor Student Center. Results are presented in Figure 7, below, and Table 7, Appendix A.

Figure 7
Satisfaction with Aspects of Job in the 2nd Floor Student Center
(Note: Percentages represent sum of "very" and "somewhat" satisfied)


Making a difference in students' lives 92%
Communication within your work area 91%
Emphasis on meeting clients' needs 89%
Respect others have for your property 89%
Co-workers 89%
Overall job satisfaction 87%
How easy it is to get your questions answered 84%
How rewarding your job is 83%
Job fulfillment/challenge 78%
Relevance of training to what you do 78%
Physical work environment 75%
Morale 74%
Amount of training 73%
Content of training 72%
Feedback on your work 71%
Cooperation among 2nd Floor Student Center staff 68%
Amount of paperwork 67%
How well your office space meets your needs 67%
Communication among 2nd Floor Student Center staff 66%
Recognition of your accomplishments 64%
Salary 62%
Work space comfortable, uncrowded 59%
Benefits 39%

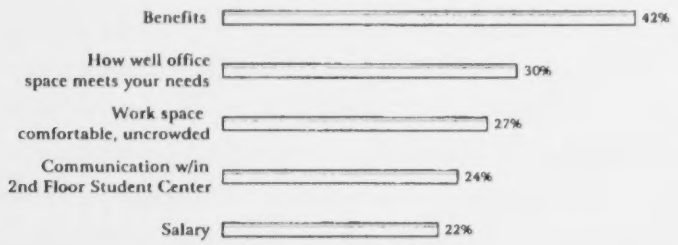
In general, respondents expressed a high degree of satisfaction with almost all aspects of their jobs. Eighty-seven percent were "very" or "somewhat" satisfied with their jobs overall. Approximately nine in ten respondents were satisfied with their co-workers, the respect others have for their property, emphasis on meeting clients' needs, and making a difference in students' lives.

The fewest respondents - 39% - were satisfied with their benefits.

Figure 8, next page, includes areas of *dissatisfaction* cited by at least 20% of respondents. These are identified as possible areas of improvement. The highest percentage of respondents were dissatisfied with benefits; 42% cited dissatisfaction with salary. Three in ten were

dissatisfied with how well the office space meets their needs and 27% were dissatisfied with the comfort of their work space. Almost one-quarter - 24%- were dissatisfied with communication within the 2nd Floor Student Center.

Figure 8
Dissatisfaction with Aspects of Job in the 2nd Floor Student Center
(Note: Percentages represent sum of "very" and "somewhat" dissatisfied)



Job Satisfaction by Work Group

Two of the six work groups surveyed - Access and Financial Aid - were represented by insufficient respondents to report results separately. Table 7, Appendix A, includes the mean satisfaction ratings for each of the 23 aspects of job satisfaction included in the evaluation for each of the four remaining work groups.

Mean overall job satisfaction ratings were as follows: all respondents (mean=4.30), Registration (mean=3.82), Success staff (mean=4.18), Career (mean=4.29), and Counseling (mean=4.69). (5-point scale, with 1="very dissatisfied" and 5="very satisfied.")

Job Aspects Receiving Highest and Lowest Satisfaction Ratings by Work Group

Tables A and B, next page, report the highest- and lowest-rated job aspects for each work group.

Mean ratings were highest overall (see Table A, next page) for the Counseling work group (means=4.81 to 4.88) for making a difference in students' lives, job fulfillment/challenge, and how rewarding your job is.

Mean ratings were lowest for the Success staff work group (means=2.00 to 2.25) for benefits, work space uncomfortable/uncrowded, and how well the office space meets your needs. (See Table B, next page.)

Table A
Job Aspects With Highest Mean Satisfaction Ratings by Work Group
(5-point scale: 1="very dissatisfied," 5="very satisfied")

Job Aspect	Counseling	Success	Career	Registration
How rewarding your job is	4.88	*	4.29	*
Job fulfillment/challenge	4.81	*	*	*
Making a difference in students' lives	4.81		4.43	4.17
Co-workers	4.69	4.83	4.50	*
Overall job satisfaction	4.69	*	4.29	*
Emphasis on meeting clients' needs	*	4.67	*	4.25
Communication w/in your work area	*	4.58	*	4.09
Amount of training	*	4.42	*	4.08
Relevance of training to what you do	*	4.25	*	*
Respect others have for your property	*	*	4.57	*
Recognition of your accomplishments	*	*	4.43	*

Note: Starred items not included in the highest mean satisfaction ratings for the work group.

Table B
Job Aspects With Lowest Mean Satisfaction Ratings by Work Group
(5-point scale: 1="very dissatisfied," 5="very satisfied")

Job Aspect	Counseling	Success	Career	Registration
Benefits	3.69	2.00	2.79	2.92
How well office space meets your needs	*	2.25	*	*
Work space uncomfortable/uncrowded	*	2.17	*	3.42
Salary	*	3.08	3.57	*
Physical work environment	*	3.17	*	*
Amount of training	*	*	3.31	*
Communication w/in the 2nd Fl. Stdnt. Ctr.	3.19	*	3.43	*
Content of training	*	*	3.57	*
Job fulfillment/challenge	*	*	*	3.33
Recognition of your accomplishments	3.56	*	*	3.36
Morale	*	*	*	3.64
Cooperation among 2nd Fl. staff	3.44	*	*	*
Feedback onyour work	3.50	*	*	*

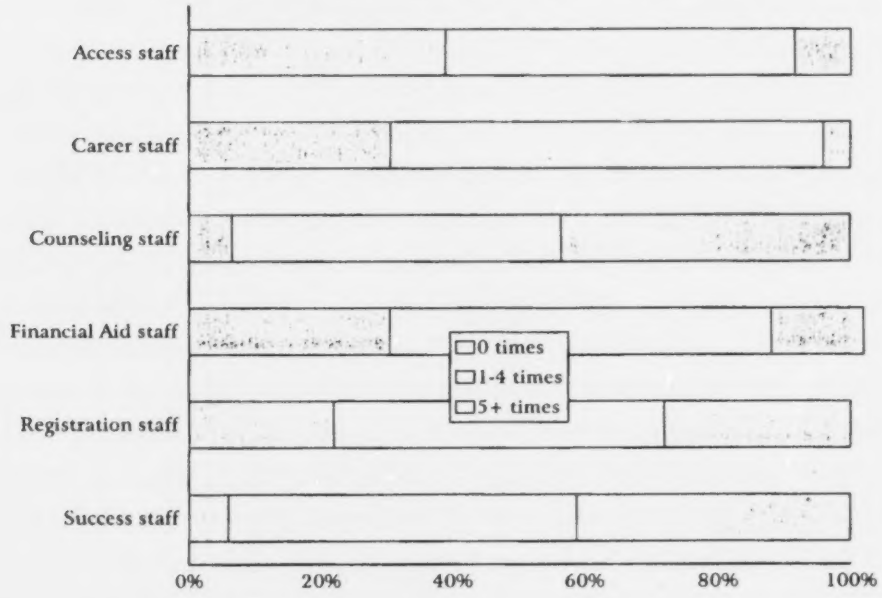
Note: Starred items not included in the lowest mean satisfaction ratings for the work group.

Suggested Ways to Improve Job Satisfaction

Respondents' suggestions on how to improve satisfaction with their jobs are listed verbatim in Appendix C (Question 15). The most prevalent areas for which respondents listed suggestions included work space/office (21%), changes in the management reporting structure (11%), privacy (9%), and training (9%).

In general, about half of respondents indicated they interacted professionally with other 2nd Floor Student Center staff work groups approximately one to four times daily. (See Figure 9, below, and Table 8, Appendix A.) Over forty percent of respondents indicated the number of professional interactions with Counseling and Success staff was at least five times daily.

Figure 9
Daily Professional Interactions With Other Work Groups



Respondents were asked to rate their relationships with each of the other five work groups in the 2nd Floor Student Center from poor to excellent. Figure 10, below, (see also Table 9, Appendix A) depicts the percent of respondents rating their relationship with a specific work group as "excellent" or "good". These percents ranged from 65% for Counseling staff to 84% for Success staff.

Figure 10
Respondents Rating Professional Relationships With Work Group as "Excellent" or "Good"

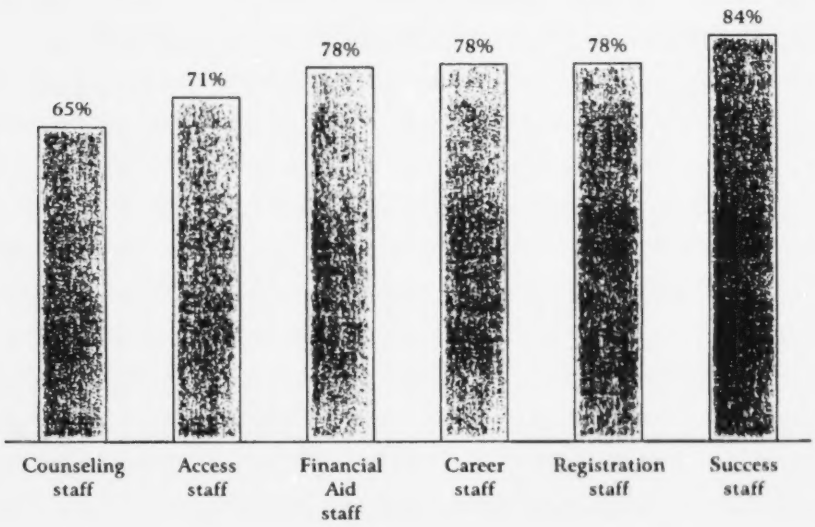
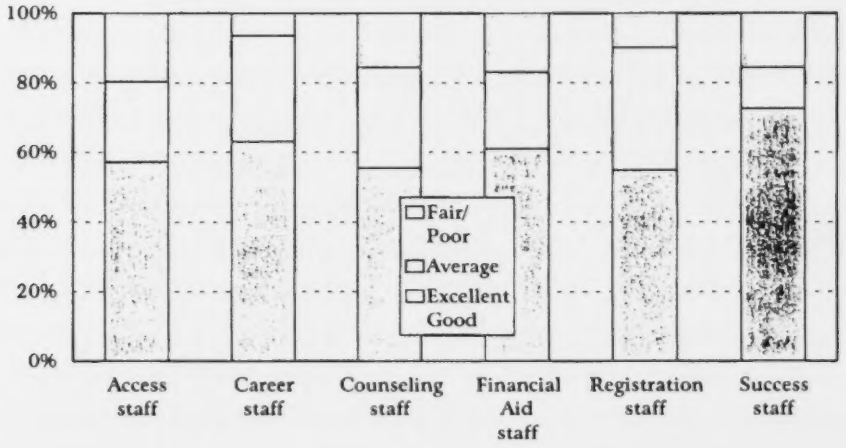


Figure 11, below, depicts how respondents rated communication with each of the other five work groups in the 2nd Floor Student Center. The percent of respondents rating the communication with the work group as "excellent" or "good" ranged from 55% for communication with Registration staff to 73% for communication with the Success staff. (See also Table 10, Appendix A.)

While this indicates that the majority of respondents rate communication with other work groups highly, there is room for improvement for four of the work groups. At least 15% of respondents rated communication with each of the following work groups as "fair" or "poor": Success staff and Counseling staff (16% each), Financial Aid staff (17%), and Access staff (20%).

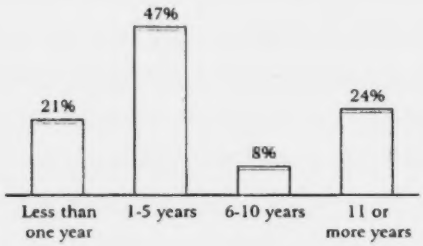
Figure 11
Respondents Rating Communication With Work Group as "Excellent" or "Good"



Respondents were asked both how long they had been employed at JCCC and on the 2nd Floor of the Student Center.

Although 21% of the respondents had been employed at JCCC for less than one year, almost half (47%) had been employed at JCCC one to five years and one-third for six or more years. (See Figure 11, below, and Table 11, Appendix A.)

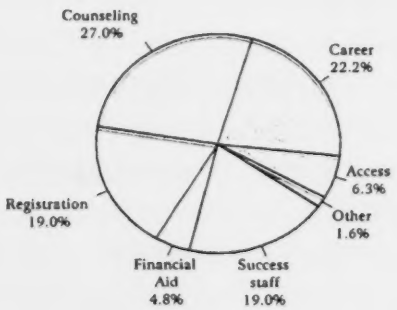
Figure 11
Length of Employment at JCCC



Over half the respondents (54%) had worked on the 2nd Floor of the Student Center longer than 18 months, an additional 21% had worked there longer than one year, and the remaining one-quarter had worked there less than one year.

The breakdown of respondents by work group is: Counseling (27%), Career (22%), Registration and Success staff (19% each), Access (6%), Financial Aid (5%), and other (2%). (See Figure 12, below, and Table 11, Appendix A.)

Figure 12
Work Group



The largest job classification represented by the respondents is office/technical (52%), bargaining unit (12%), AMS and temporary employee (9% each), and other (17%). (See Figure 13, below, and Table 11, Appendix A.)

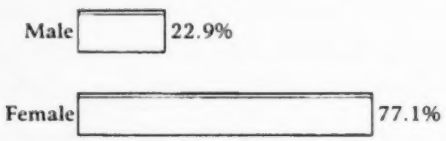
Figure 13
Job Classification

Approximately two-thirds of the respondents are employed full-time and approximately half are salaried.

Few respondents were younger than twenty years of age (7%) and few were older than 60 years of age (4%). The breakdown for the remaining age categories is: 20-29 (28%), 30-39 (17%), 40-49 (23%), and 50-59 (21%).

Seventy-seven percent of the respondents were female. (See Figure 14, below, and Table 11, Appendix A.)

Figure 14
Gender



From the perspective of Student Services' staff, there is much that is "right" about the Success Center model. In large part, respondents indicated that it is effective to have access to most student services in one place and that the model generally meets students' needs. A large percentage of respondents preferred the Success Center model over the previous way student services were available to users.

The Success Center model received high ratings in two important areas: providing services that meet clients' needs, and job satisfaction.

The staff evaluation of the Success Center model revealed some opportunities for improvement in the following areas:

--Content of general 2nd Floor Student Center staff meetings
--Understanding of what is included in the Success Center model
--Staff turnover
--"Overlapping" areas of responsibility
--Minimization of distractions
--Review of peak-time staffing levels
--Student confidentiality
--Investigation into computer speeds and networking
--Lessening of noise level
--Placement of counselor check-in desk
--Signage review
--Communication
--Lack of cashier in Student Center

Over four in ten respondents cited more frequent contact - more than 5 times daily - with Counseling and Success staff. Two-thirds of respondents characterize their professional relationship with Counseling as "excellent" or "good;" this figure is 84% for Success staff. The Success staff had some issues (low satisfaction ratings of salary, benefits, and their physical work environment) that need to be investigated further.

JCCC can be proud of the Success Center model and its delivery of services to students. This evaluation provides the basis for initiating improvements that will ensure continued good service in the future.

APPENDIX A

TABLED SURVEY RESULTS

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Table 1
Preferred Student Service Delivery Model

	Number	Percent
Strongly prefer new Success Center model	35	54.7%
Prefer new Success Center model	15	23.4
Like new Success Center model and old way of providing student services about equally	7	10.9
Prefer old way of providing student services	2	3.1
Strongly prefer the old way of providing student services	1	1.6
Am not very familiar with the old way of providing student services	4	6.3

Table 2
Rating of Aspects of 2nd Floor Student Center

	Excellent/ Good	Average	Fair/ Poor	Mean
Effectiveness of having most student services available in one place	94.3%	4.2%	1.4%	4.51
Quality of service to 2nd Floor Student Center users during "non-peak" times	88.6	11.4	0.0	4.27
Degree to which 2nd Floor Student Center meets users' needs	92.8	5.8	1.4	4.23
2nd Floor Student Center staff knowledge	85.9	11.3	2.8	4.06
2nd Floor Student Center overall	82.9	12.9	4.3	3.99
Quality of service to 2nd Floor Student Center users during "peak" times	73.9	20.3	5.7	3.88
Cooperation among 2nd Floor Student Center staff	62.0	23.9	14.1	3.59
Student awareness of 2nd Floor Student Center services	47.2	42.9	10.0	3.34
Communication among 2nd Floor Student Center staff	39.4	38.0	22.5	3.13
Turnover rate of 2nd Floor Student Center staff	17.4	40.6	42.0	2.62

Note: 5-point scale, with 5 = "excellent" and 1 = "poor".

Table 3
Satisfaction With Characteristics of 2nd Floor Student Center

	Satisfied	Neutral	Dissatisfied	Mean
Attractiveness of environment (n=69)	94.2%	2.9%	2.9%	4.51
How easy it is for users to get questions answered (n=69)	92.8	4.3	2.9	4.33
Length of wait for users (n=67)	64.2	16.4	19.4	3.64
Location (n=68)	92.6	7.4	0.0	4.51
Log-in/check-in process for users (n=66)	69.7	16.7	13.6	3.85
Space comfortable, uncrowded (n=67)	71.6	10.4	17.9	3.79
Staff attitude (n=68)	80.9	14.7	4.4	4.07
Staff interest in students' personal success (n=68)	88.2	11.8	0.0	4.38
Staff knowledge/competence (n=69)	94.2	1.4	4.3	4.32
Variety of resources available for users (n=68)	94.1	2.9	2.9	4.50
Overall satisfaction with 2nd Floor Student Center resources/services (n=70)	95.7	2.9	1.4	4.36

Note: "Satisfied" is the sum of "very" and "somewhat" satisfied and "Dissatisfied" is the sum of "very" and "somewhat" dissatisfied. 5-point scale, with 5 = "very satisfied" and 1= "very dissatisfied".

Table 4
Overall Perception of Services

	Meets Users' Needs	Needs to Be Improved	Don't Know/ Can't Say
Academic Advising (n=71)	77.5%	7.0%	15.5%
Access Services (n=69)	72.5	0.0	27.5
Admissions (n=69)	76.8	2.9	20.3
Career assessments/inventories (n=70)	62.9	12.9	24.3
Career assistance (n=70)	62.9	14.3	22.9
Counseling (n=71)	78.9	7.0	14.1
Course reinstatement (n=69)	49.3	8.7	42.0
Drop/add classes (n=71)	77.5	1.4	21.1
Financial aid (n=70)	67.1	4.3	28.6
Information on other JCCC services (n=70)	65.7	20.0	14.3
Internet access (n=71)	76.1	14.1	9.9
Phone requests (n=71)	70.4	12.7	16.9
Transcripts (n=72)	73.6	2.8	23.6
Transfer information (n=71)	71.8	2.8	25.4

Table 5
Attitudes About the 2nd Floor Student Center

	Agree	Neutral	Disagree	Mean
Having access to most student services in one place is a good idea	98.5%	1.4%	0.0%	4.86
When a visitor to the 2nd Floor Student Center has a question that I cannot answer, I know where to refer him/her	95.7	2.9	1.4	4.58
The 2nd Floor Student Center is a great place to work	85.3	11.8	3.0	4.31
Staff meetings for my work group are informative	83.5	7.5	9.0	4.22
Staff in the various areas of the 2nd Floor Student Center - Access, Career, Counseling, Financial Aid, Registration, and Success - generally treat each other with respect	82.6	8.7	8.7	4.00
My role in achieving the goals of the 2nd Floor Student Center is clear	72.1	20.6	7.3	3.93
The "open-office" concept works well in the 2nd Floor Student Center	77.1	15.7	7.2	3.91
Staff are encouraged to make suggestions on how to improve 2nd Floor Student Center client service	68.5	12.9	18.6	3.71
General 2nd Floor Student Center staff meetings are informative	43.8	34.4	21.9	3.30
No one objects if I answer a question outside my primary area of expertise	35.3	20.6	44.1	2.87

Note: "Agree" is the sum of "strongly" and "somewhat" agree and "Disagree is the sum of "strongly" and "somewhat" disagree. 5-point scale, with 5 = "strongly agree" and 1= "strongly disagree".

Table 6

Barriers to Providing the Best Possible Service in the 2nd Floor Success Center

	Frequently (4)	Sometimes (3)	Rarely (2)	Never (1)	Mean
Computers slow in accessing student information	15.2%	69.7%	12.1%	3.0%	2.97
Difficult to maintain student confidentiality	16.9	35.4	41.5	6.2	2.63
Distractions	18.5	53.8	26.2	1.5	2.89
High noise level	15.2	48.5	33.3	3.0	2.76
Insufficient time for student visits	8.1	38.7	41.9	11.3	2.44
Insufficient staff training	1.5	46.2	44.6	7.7	2.42
Insufficient computers for clients to use	6.2	35.4	50.8	7.7	2.40
Insufficient staff for non-peak times	0.0	31.8	50.8	18.2	2.14
Insufficient staff for peak times	18.2	47.0	27.3	7.6	2.76
Open space (as opposed to closed offices)	11.3	41.9	35.5	11.3	2.53
2nd Floor Student Center clients' expectations too high	3.1	51.6	42.2	3.1	2.55

Table 7
Satisfaction with Aspects of Job at the 2nd Floor Student Center

				MEANS				
	Satisfied	Neutral	Dissatisfied	Total	Career	Counseling	Regis-tration	Success Staff
Amount of paperwork	67.2%	25.0%	7.9%	3.91	3.57	4.06	4.00	4.08
Amount of training	73.0	20.6	6.4	3.97	3.31	3.87	4.08	4.42
Benefits	39.1	18.8	42.2	3.00	2.79	3.69	2.92	2.00
Communication w/in 2nd Floor Student Ctr.	65.6	10.9	23.4	3.50	3.43	3.19	3.75	3.75
Communication within your work area	90.5	6.3	3.2	4.37	4.21	4.44	4.09	4.58
Content of training	71.9	20.3	7.9	3.95	3.57	4.00	3.83	4.17
Cooperation among 2nd Floor Std. Ctr. staff	67.7	15.4	16.9	3.71	3.79	3.44	3.75	3.83
Co-workers	89.0	7.8	3.1	4.52	4.50	4.69	4.00	4.83
Emphasis on meeting clients' needs	89.1	7.8	3.1	4.38	4.21	4.50	4.25	4.67
Feedback on your work	71.0	12.9	16.1	3.77	4.00	3.50	3.73	3.67
How easy it is to get your questions answered	84.4	7.8	7.8	4.06	4.21	4.00	4.00	4.08
How rewarding your job is	82.8	10.9	6.2	4.27	4.29	4.88	4.00	3.58
How well office space meets your needs	67.2	3.1	29.7	3.67	3.64	4.25	4.00	2.25
Job fulfillment/challenge	78.1	14.1	7.8	4.11	4.21	4.81	3.33	3.42
Making a difference in students' lives	92.2	6.3	1.6	4.47	4.43	4.81	4.17	4.17
Morale	74.2	16.1	9.6	3.89	4.15	3.75	3.64	3.58
Physical work environment	75.0	12.5	12.5	3.98	4.21	4.37	4.00	3.17
Recognition of your accomplishments	63.5	22.2	14.3	3.78	4.43	3.56	3.36	3.50
Relevance of training to what you do	78.1	14.1	7.8	4.02	3.93	3.88	3.83	4.25
Respect others have for your property	89.1	6.3	4.7	4.30	4.57	4.38	3.83	4.08
Salary	61.9	15.9	22.2	3.62	3.57	4.47	3.67	3.08
Work space comfortable, uncrowded	59.4	14.1	26.5	3.58	3.79	4.25	3.42	2.17
Overall job satisfaction	87.3	11.1	1.6	4.30	4.29	4.69	3.82	4.18

Note: "Satisfied" is the sum of "very" and "somewhat" satisfied and "Dissatisfied" is the sum of "very" and "somewhat" dissatisfied. 5-point scale, with 5 = "very satisfied" and 1 = "very dissatisfied".

Table 8
Number of Daily Professional Interactions with Other Work Groups

	0 times	1-2 times	3-4 times	5-6 times	7+ times
# of Daily Professional Interactions:					
Access staff (n=59)	39.0%	40.7%	11.9%	5.1%	3.4%
Career staff (n=49)	30.6	59.2	6.1	4.1	0.0
Counseling staff (n=46)	6.5	19.6	30.4	21.7	21.7
Financial Aid staff (n=58)	30.5	37.3	20.3	6.8	5.1
Registration staff (n=50)	22.0	28.0	22.0	24.0	4.0
Success staff (n=51)	5.9	19.6	33.3	23.5	17.6

Table 9
Description of Professional Relationships with Other Work Groups

	Excellent/ Good	Average	Fair/ Poor	Mean
Rating of Professional Relationship with:				
Access staff (n=56)	71.4%	19.6%	9.0%	3.93
Career staff (n=46)	78.3	19.6	2.2	4.07
Counseling staff (n=46)	65.2	30.4	4.4	3.76
Financial Aid staff (n=58)	77.6	15.5	6.7	3.91
Registration staff (n=51)	84.3	11.8	3.9	4.08
Success staff (n=51)	78.4	9.8	11.8	3.94

Note: 5-point scale, with 5 = "excellent" and 1 = "poor".

Table 10
Rating of Communication with Other Work Groups

	Excellent/ Good	Average	Fair/ Poor	Mean
Rating of Communication with:				
Access staff (n=56)	57.1%	23.2%	19.6%	3.57
Career staff (n=46)	63.0	30.4	6.5	3.76
Counseling staff (n=45)	55.6	28.9	15.6	3.44
Financial Aid staff (n=59)	61.0	22.0	17.0	3.53
Registration staff (n=51)	54.9	35.3	9.8	3.57
Success staff (n=51)	72.5	11.8	15.6	3.75

Note: 5-point scale, with 5 = "excellent" and 1 = "poor".

Table 11
Respondent Profile

	Number	Percent
Length of Employment at JCCC		
Less than one year	15	20.5%
1-5 years	34	46.6
6-10 years	6	8.2
11 or more years	18	24.7
Length of Employment on 2nd Floor of the Student Center		
Less than 6 months	7	11.1%
6 months-1 year	9	14.3
13-18 months	13	20.6
Longer than 18 months	34	54.0
Area Generally Worked in 2nd Floor Student Center		
Access	4	6.3%
Career	14	22.2
Counseling	17	27.0
Registration	12	19.0
Financial Aid	3	4.8
Success staff	12	19.0
Other	1	1.6
Job Classification		
AMS	6	9.2%
Office/Technical	34	52.3
Bargaining Unit	8	12.3
Temporary Employee	6	9.2
Other	11	16.9

Table 11 (cont'd)
Respondent Profile

	Number	Percent
Job Status		
Full-time (salaried)	32	45.1%
Full-time (hourly)	16	22.5
Part-time (salaried)	4	5.6
Part-time (hourly)	19	26.8
Age		
<20	5	7.0%
20-29	20	28.2
30-39	12	16.9
40-49	16	22.5
50-59	15	21.1
60+	3	4.2
Gender		
Male	16	22.9%
Female	54	77.1

APPENDIX B

QUESTIONNAIRE

Success Center Model Evaluation

Dear 2nd Floor Student Center Staff Member,

This evaluation is part of a comprehensive review of the Success Center model (which will be referred to in this evaluation as the "2nd Floor Student Center"). Results from this review will be used as the basis for discussion and improvement in the 2nd Floor Student Center.

Please take the time to answer the questions thoughtfully and truthfully. Start with Question 1 on this page. All responses will remain anonymous and will be analyzed and reported as grouped data only.

All comments are welcome. Please attach additional sheets, if necessary.

Please place your completed evaluation in the envelope provided (*do not* fold it), seal the envelope, and drop it into interoffice mail. (The envelope is pre-addressed to Institutional Research, COM305, Box 9.)

Thank you for your help.

Note: For purposes of this evaluation, the 2nd Floor Student Center includes Access, Career, Counseling, Financial Aid, Registration, and Success staff.

Success Center Model Evaluation

1. **There has been a lot of discussion at JCCC about "the Success Center model" over the past few years. How would you explain what "the Success Center model" is to someone who knows nothing about it?**

(Continued on next page)

2. ***Approximately*** **how many years have you been employed at JCCC?**

- O Less than 1 year
- O 1-5 years
- O 6-10 years
- O 11 or more years

3. ***Approximately*** **how long have you worked on the 2nd Floor of the Student Center?**

- O Less than 6 months
- O 6 months-1 year
- O 13-18 months
- O Longer than 18 months

4. **In which area of the 2nd Floor Student Center do you *generally* work?**

- O Access
- O Career
- O Counseling
- O Registration
- O Financial Aid
- O Success staff
- O Other _____

5. **About eighteen months ago, Johnson County Community College instituted what is known as "the Success Center model." Prior to that time, student services such as Access, Career Services, Counseling Services, Financial Aid, and Registration were available in different locations. Which of the following is true for you?**

- O I strongly prefer the new Success Center model
- O I prefer the new Success Center model
- O I like the new Success Center model and the old way of providing student services about equally
- O I prefer the old way of providing student services
- O I strongly prefer the old way of providing student services
- O I am not very familiar with the old way of providing student services

6. **Please rate each of the following:**

	Poor	Fair	Average	Good	Excellent
Communication among 2nd Floor Student Center staff	O	O	O	O	O
Cooperation among 2nd Floor Student Center staff	O	O	O	O	O
Effectiveness of having most student services available in one place	O	O	O	O	O
Degree to which 2nd Floor Student Center meets users' needs	O	O	O	O	O
Quality of service to 2nd Floor Student Center users during "peak" times	O	O	O	O	O
Quality of service to 2nd Floor Student Center users during "non-peak" times	O	O	O	O	O
Student awareness of 2nd Floor Student Center services	O	O	O	O	O
2nd Floor Student Center staff knowledge	O	O	O	O	O
Turnover rate of 2nd Floor Student Center staff	O	O	O	O	O
2nd Floor Student Center overall	O	O	O	O	O

7. **Please indicate your level of agreement with each of the following statements.**

	Disagree strongly	Disagree somewhat	Neither disagree/ agree	Agree somewhat	Agree strongly
When a visitor to the 2nd Floor Student Center has a question that I cannot answer, I know where to refer him/her.	0	0	0	0	0
Staff are encouraged to make suggestions on how to improve 2nd Floor Student Center client service.	0	0	0	0	0
General 2nd Floor Student Center staff meetings are informative	0	0	0	0	0
No one objects if I answer a question outside my primary area of expertise	0	0	0	0	0
My role in achieving the goals of the 2nd Floor Student Center is clear.	0	0	0	0	0
Having access to most student services in one place is a good idea	0	0	0	0	0
Staff in the various areas of the 2nd Floor Student Center - Access, Career, Counseling, Financial Aid, Registration, and Success - generally treat each other with respect.	0	0	0	0	0
The "open-office" concept works well in the 2nd Floor Student Center	0	0	0	0	0
Staff meetings for my work group are informative	0	0	0	0	0
The 2nd Floor Student Center is a great place to work.	0	0	0	0	0

8. **Some potential barriers to providing the best possible client service at the 2nd Floor Student Center are listed below. Please indicate how frequently (if ever) each is a problem.**

	Never	Rarely	Sometimes	Frequently
Computers slow in accessing student information	0	0	0	0
Difficult to maintain student confidentiality	0	0	0	0
Distractions	0	0	0	0
High noise level	0	0	0	0
Insufficient time for student visits	0	0	0	0
Insufficient staff training	0	0	0	0
Insufficient computers for clients to use	0	0	0	0
Insufficient staff for non-peak times	0	0	0	0
Insufficient staff for peak times	0	0	0	0
Open space (as opposed to closed offices)	0	0	0	0
2nd Floor Student Center clients' expectations too high	0	0	0	0

9. **Please list any barriers not already listed above to providing the best possible client service at the 2nd Floor Student Center. Attach additional sheets, if needed.**

10. Please indicate your level of satisfaction with the following aspects of the 2nd Floor Student Center.	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Attractiveness of environment	0	0	0	0	0
How easy it is for users to get questions answered	0	0	0	0	0
Length of wait for users	0	0	0	0	0
Location	0	0	0	0	0
Log-in/check-in process for users	0	0	0	0	0
Space comfortable, uncrowded	0	0	0	0	0
Staff attitude	0	0	0	0	0
Staff interest in students' personal success	0	0	0	0	0
Staff knowledge/competence	0	0	0	0	0
Variety of resources available for users	0	0	0	0	0
Overall satisfaction with 2nd Floor Student Center resources/services	0	0	0	0	0

11. How often do you interact professionally with the following groups?	0 times daily	1-2 times daily	3-4 times daily	5-6 times daily	7 or more times daily
Access staff	0	0	0	0	0
Career staff	0	0	0	0	0
Counseling staff	0	0	0	0	0
Financial Aid staff	0	0	0	0	0
Registration staff	0	0	0	0	0
Success staff	0	0	0	0	0

12. Overall, how would you describe the professional relationship you have with each of the following?	Poor	Fair	Average	Good	Excellent
Access staff	0	0	0	0	0
Career staff	0	0	0	0	0
Counseling staff	0	0	0	0	0
Financial Aid staff	0	0	0	0	0
Registration staff	0	0	0	0	0
Success staff	0	0	0	0	0

13. Overall, how would you rate communication between yourself and each of the following?					
Access staff	0	0	0	0	0
Career staff	0	0	0	0	0
Counseling staff	0	0	0	0	0
Financial Aid staff	0	0	0	0	0
Registration staff	0	0	0	0	0
Success staff	0	0	0	0	0

14. **Please indicate your level of satisfaction with the following aspects of *your job* at the 2nd Floor Student Center.**

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Amount of paperwork	0	0	0	0	0
Amount of training	0	0	0	0	0
Benefits	0	0	0	0	0
Communication within the 2nd Floor Student Center	0	0	0	0	0
Communication within your work area	0	0	0	0	0
Content of training	0	0	0	0	0
Cooperation among 2nd Floor Student Center staff	0	0	0	0	0
Co-workers	0	0	0	0	0
Emphasis on meeting clients' needs	0	0	0	0	0
Feedback on your work	0	0	0	0	0
How easy it is to get your questions answered	0	0	0	0	0
How rewarding your job is	0	0	0	0	0
How well office space meets your needs	0	0	0	0	0
Job fulfillment/challenge	0	0	0	0	0
Making a difference in students' lives	0	0	0	0	0
Morale	0	0	0	0	0
Physical work environment	0	0	0	0	0
Recognition of your accomplishments	0	0	0	0	0
Relevance of training to what you do	0	0	0	0	0
Respect others have for your property	0	0	0	0	0
Salary	0	0	0	0	0
Work space comfortable, uncrowded	0	0	0	0	0
Overall job satisfaction	0	0	0	0	0

15. **If you could make one change, major or minor, to any aspect of the 2nd Floor Student Center that you think would be most beneficial in improving how satisfied you are with your job, what would that be?**

16. **Please indicate your opinion about whether each service as currently offered meets users' needs or needs to be improved.**

	Don't know/ can't say	Meets users' needs	Needs to be improved
Academic Advising	0	0	0
Access Services	0	0	0
Admissions	0	0	0
Career assessments/inventories	0	0	0
Career assistance	0	0	0
Counseling	0	0	0
Course reinstatement	0	0	0
Drop/add classes	0	0	0
Financial aid	0	0	0
Information on other JCCC services	0	0	0
Internet access	0	0	0
Phone requests	0	0	0
Transcripts	0	0	0
Transfer information	0	0	0

17. **For each of the services in Q16 that you marked, "Needs to be improved," please explain briefly. Be specific. Attach additional sheets, if needed.**

18. **If you could make one change, major or minor, to any aspect of the 2nd Floor Student Center that you think would be most beneficial in improving service to 2nd Floor Student Center users, what would that be?**

About Yourself / Your Job

19. **What is your job classification?**
- 0 AMS
- 0 Office/Technical
- 0 Bargaining Unit
- 0 Temporary Employee
- 0 Other

20. **Are you. . .**
- 0 Full-time (salaried)
- 0 Full-time (hourly)
- 0 Part-time (salaried)
- 0 Part-time (hourly)

21. **Age**
- 0 <20
- 0 20-29
- 0 30-39
- 0 40-49
- 0 50-59
- 0 60+

22. **Gender**
- 0 Male
- 0 Female

COMMENTS

Thank you for completing this evaluation!
Please place it in the envelope preaddressed to Institutional Research, Box 9, seal the envelope, and drop it into interoffice mail.

APPENDIX C

RESPONDENTS' VERBATIM COMMENTS

Success Center Model Evaluation Verbatim Comments

(Edited for clarity as necessary)

1. There has been a lot of discussion at JCCC about "the Success Center model" over the past few years. How would you explain what "the Success Center model" is to someone who knows nothing about it?

<u>Services available in one place, "one-stop" shopping</u>

02 A piece of the model is the 'one-stop' service center. Students can get all services they need in one location.

03 Having all (or most) services a student needs in one convenient location.

04 One-stop shopping.

06 The Success Center is a one-stop shop. You can take care of all of your student service needs in one spot. This allows the student to work together with all areas to be successful.

07 The Success Center model is a model in which students are able to come to a single place and receive various aid in becoming a student, maintaining a student status . . .

08 . . . A primary goal of the model is to assist students as efficiently and effectively as possible without giving them the runaround or sending them to different departments or buildings to accomplish related tasks.

09 Every service needed by students in one place.

10 The Center has a one-stop shopping theme which enables a prospective student the opportunity to utilize all the Center's services (Financial Aid, Career Services, Counseling and Registration/Admissions, and Access Services).

15 Provides an opportunity for students to do one-stop shopping except for the bursar's office not located in this facility.

16 A one-stop shop for all student services.

17 The Success Center is a 'one-stop' shop for students.

18 One-stop shop for new, continuing, returning and prospective students. Staff from Admissions, Financial Aid, Counseling, Career, and Success Center are located here to assist students with most of their needs and questions.

19 A one-stop shop for students. They can register for classes, see a counselor, get career and financial aid counseling or get assistance regarding disabilities all in one place.

20 The Success Center model in my mind is a 'one-stop' place for all of Student Services. . . It is a model that allows each area within Student Services to have their own policies, procedures and functions but we are all in one general location for students to access easily.

21 The Success Center at JCCC is a centralized one-stop shop of student services. It has many positive aspects. Students can get most all of their questions answered in one or two places. Most can be taken care of on the 2nd Floor and testing and veterans' questions on the 3rd Floor.

22 It is a place where all questions related to counseling, career planning, admissions, and financial aid could be answered

24 . . . by being able to access student services within a 'one-stop' shopping concept.

25 The Success Center is a single location housing Admissions, Records/Registration, Counseling, Financial Aid and Career Services. The purpose of structuring it in this manner is to provide a one-stop shop for students to take care of most of the details. Success Center staff is cross-trained in all areas to avoid giving out wrong information

and to appropriately refer students.

26 One-stop shopping. The place part of the model gives students a single location where they can research majors, careers and jobs, see an advisor/counselor, enroll, pay fees at the drop box or at the satellite business office at peak times, apply for aid, order transcripts, etc.

27 The Success Center model is where students come to get most of their needs taken care of. Most of the student services departments are in this area such as Admissions, Records, Counseling, Financial Aid, Career, etc.

28 This model is the way in which the Student Services branch has organized and assigned services for students, prospective students and community members. All of the Student Services departments are physically located in one central location called the Student Center building. This allows students to have access in a one-stop shopping format. Its focus is to foster learning and personal development outside of the actual traditional college classroom. It's a friendly, comfortable, attractive and efficient environment. Students are empowered to seek the assistance they need and take responsibility for their decisions. Staff is trained with areas of expertise and refers students when necessary.

29 The Success Center model is a coordination of key services within Student Services made convenient for students. It includes entering into assistance with Financial Aid, Registration, Admissions, Counseling, Academic Advising, and career assistance.

32 Basically it is how different services are made available to students. Our model is sort of like one-stop shopping. In one building (one Floor actually) you can find Admissions, Financial Aid, Counseling, Career Services, etc.

33 The centralization of services for students. Different programs run by different directors are housed in close proximity thereby increasing student convenience.

34 Primarily the physical location of all aspects of Student Services is located under one roof, basically at one location. The location helps to affirm the connectedness of the services intended for students as well as create a more easily accessible delivery of services. The SC model was designed to assist students.

36 The Success Center model suggests that there are two components of supporting student success: 1) improved accuracy, coordination and convenience of services and information (accessibility) about the institution and higher education. . .

41 The Success Center model was designed to provide seamless services to JCCC students. All departments were to be available in one area.

42 It is a system whereby a student can find all or almost all services in the same area without having to bounce back and forth from one building to the next.

46 The location of Student Services offices has been brought together in one new building. The majority of student contact offices are congregated on one Floor; the majority of behind the scenes/paper contact offices are on a separate Floor with most administrators.

47 The Success Center model is all-encompassing and is a one-stop shop. When you walk into the Success Center anything you need to get you started in college as well as assist you with a direction is in the same room. Our model is easy, convenient and beneficial to potential students or community members.

49 Completing one's business in one central location.

50 Providing student services through a centralized location.

56 A central location for students and potential students to obtain information and help regarding all aspects of attending school here.

57 Ideal place to get everything done in order to attend JCCC.

59 One-stop shop for a student: counseling, Registration info, Financial Aid, everything but the Business Office.

60 It is one-stop shopping. You can see a counselor, Financial Aid and Registration all at one place.

61 The Center is a place where the student can meet with counselor, register and do financial aid. One-stop shopping.

67 The idea behind the Success Center model is basically that students can get all their enrollment/registration information and services in one physical location. Kind of a one-stop center for students.

71 An accessible way to have most (if not all) aspects of an educational process serviced in one location, including but not limited to Admissions, Registration, Academic/Career Counseling.

73 I think the easiest way to explain the model is stating one-stop shopping. When a student walks in for help or even calls in, he/she can get all their answers in one area. A student is not shuffled all over campus to different departments in order to receive service. Because of the model, better customer service is achieved and a student is better served.

74 It is a single location for the student to access information about all areas of Student Services. Although not all areas are located in the Success Center, the Success Center staff is cross-trained across all areas to provide information to students. Of the areas of Student Services that are represented this provides easy access for students to complete various processes and communicate with different areas without needing to run all over campus.

Helps students develop/achieve their goals

02 I'd talk about the fact that the focus is on the student. Students lead the discussions with counselors regarding their future. A part of the focus is related to the student's development. What will they leave JCCC with?

07 . . . and succeeding both as a student and as an individual.

08 The Success Center model is a framework for student services that is focused on a student's success. The goal is to put students' needs first in the areas of Access, Career, and Counseling, Financial Aid, Registration and Success staff.

09 . . . in such a way they can be successful

13 The Student Center model is the service we give out to serve students in need so they can be successful.

20 . . . to provide assistance to students in their development inside and outside the classroom.

24 The Success Center model provides a convenient means and environment for students and community members to pursue their educational and career goals.

26 The philosophical model is student centered, success oriented and based on the notion that students should learn about themselves, develop an educational objective based on their interests and aptitudes, plan the necessary steps to achieve their objective and carry out the plan always with options to make mid course corrections if the objective the plan or the action needs to be revisited and/or modified. Education is not viewed as an end but as a means.

30 Success Center model focuses on the student and the student's needs, decisions, desires, etc. It does not assume all students need to enroll full-time or enroll period. By questioning the students we can hopefully point them in the right direction in line with their goals.

31 Approaching students in a developmental manner with education/career/life planning as the foundation. Making information very accessible and then connecting students with professionals to integrate the information into an individual educational plan aimed at

career goals. Asking, "Where are you heading?' then providing resources for determining how to get there.

36 . . . and 2) a mentoring approach that clarifies learner goals and teaches strategies for implementing those, integrating career, life and educational planning. (development of life-long learners).

37 The Success Center model: it is a new model created to provide a conducive environment for providing developmental service that facilitates learning. It is based on the philosophy of serving students, helping students to get their educational/professional goals.

46 The new model is intended to be driven by a student's development not enrollment.

48 Theoretically the Success Center model revolves around the student's career/life development. We begin by asking the student where are you going in life and/or what is your career goal. If we decide students may need assistance in making those decisions, then we link them to services necessary to achieve those goals.

49 Dealing/serving the whole student.

68 The service focus of the model is on preparing each student to be well-informed and self reliant in preparing themselves for and addressing career, life and educational issues.

70 The Success Center mode is about assisting students in their life/education/career planning process. The focus is on student development. We want to help students along their path of getting to their ultimate goal in all three areas: educational, career and personal.

72 The Success Center is geared toward providing the resources and assistance to help each student succeed at JCCC and beyond. Its focus is to be student oriented and student friendly. Assistance is available all the time.

Starting place for accessing services

22 It is a place for JCCC students and prospective students to get a first impression of JCCC.

35 The Success Center is the place to begin if one is thinking about accessing the college's services to the community. Whether it is for credit classes, non-credit info or just inquiring about services or programs that are or are not available. The Success Center should have information that reaches college-wide at least to be able to provide accurate referral information.

43 It is the front line of the college. All of your getting started in college begins in the Success Center.

44 A starting point for going to college at JCCC. A place you can ask questions and get directions about college, enrollment, and financial aid, graduation; a general FYI place.

Negative comments

21 The Success Center model is a prize winning dog and pony show that has gone around the country.

23 I have been here years and do every day with students what I did years ago. This was a model to give xxxx a dissertation topic for an Ed. D. and has caused more hurt, pain, turmoil, deceit and distrust than any other one thing I have seen in Student Services in years.

43 However, it has turned out to be about relocation of space, change for the sake of change, change promoted on innovation not based on need or even a sound theoretical base. This new model has set back career development on this campus by several years. It has created more silos in student services through lack of communication, loss of identity and weak leadership. JCCC students continue being served by caring individuals who are student centered - not by this model.

50 The Success Center model is a PowerPoint presentation used for national presentations and to garner awards and the spotlight. Xxxx's ego trip.

Other

13 . . . and that all school services can work together to help the school grow.

22 . . . It is also a place where all of these units can work together to make the stay at JCCC successful for the student.

40 The Success Center is for students/community members. There are counselors, a staff that helps with resumes and computers available to students. You also can find the Financial Aid and Registration centers on this Floor.

49 Nothing new.

53 A place for students to come and learn everything they need to know to succeed at JCCC or solve their academic problems.

56 . . . and prospects after they leave here.

66 It is a place where you can add/drop classes. Get information about Financial Aid. See a counselor and research a career.

68 The Success Center model is a service philosophy involving the integration of services and cooperative effort among all service areas to minimize and eliminate all unnecessary redundancy in service and provide the best quality, most substantive and efficient service to students, in a manner that recognizes each student's individualized needs.

3. Approximately how long have you worked on the 2nd Floor of the Student Center?

43 Work in Admissions on 3rd Floor.

4. In which area of the 2nd Floor Student Center do you generally work?

50 Do you just want my name?

53 Third Floor Records.

5. About eighteen months ago, Johnson County Community College instituted what is known as "the Success Center model." Prior to that time, student services such as Access, Career Services, Counseling Services, Financial Aid, and Registration were available in different locations. Which of the following is true for you?

21 With some needed changes.

6. Please rate the following:

19 The turnover rate at the 2nd Floor Student Center is very high!

34 There is a high turnover rate on 2nd Floor Student Center.

50 When are the non-peak times?

69 Cooperation among 2nd Floor student center staff: great among everyone except counseling.

7. Please indicate your level of agreement with each of the following statements.

08 2nd Floor Student Center staff meetings do not exist.

68 *2nd Floor Student Center staff meetings are informative*:
Second Floor meetings seem primarily to serve to offer a small handful of the counseling work group who seem resistant to the Success Center model continued opportunity to voice their grievances. All other work groups appear to spin their wheels tiptoeing around the counseling work group and their wishes to have all of their preferences accommodated. It seems the bulk of the information being shared in these meetings is the recurring problem of the counseling work group's inability to communicate effectively within their own workgroup and with their Director, then with others, and finally, others' inability to communicate with the counseling work group due to this work group's perceived, collective attitude that the whole world would stop without counselors.
My role in achieving the goals for the 2nd Floor Student Center is clear:
My role is clear as far as what I believe my supervisor expects of me. What clouds my understanding is the expectations and perceptions I hear expressed by some in the counseling work group. It seems that too many in the counseling work group as a whole do not have an understanding of the roles support staff play and do feel support staff understand their role. This makes me too often second-guess my work duties.
Staff in various areas of the 2nd Floor Student Center generally treat each other with respect: Every work group seems to get along and cooperate well except the counseling work group as a whole and the Directors of Financial Aid and Counseling. It seems that the counseling work group as a whole perceives their role and their importance as superior to all others. From my observations, the Directors of Financial Aid and Counseling have appeared short tempered, cynical, overly critical, defensive, and less willing to cooperate as a part of a team than others when interacting with staff.
The open-office concept works well on the 2nd Floor:
The open office concept offers quick and easy access to various work areas, however, confidentiality is difficult to maintain in the open work areas, supplies are difficult to keep; noise and distractions make concentration difficult and phone work a challenge. Staff and students alike gather around the open workspaces inadvertently and blatantly conversing, adding to noise and distraction. Often supplies and chairs disappear. Students feel comfortable entering the open staff work spaces making confidentiality, security and simple comfort of those working in the areas, issues that need to be addressed. Specifically, supervisory staff and staff who work with students in open work spaces are challenged to maintain confidentiality both of materials and during what reasonably should be confidential conversations.

8. Some potential barriers to providing the best possible client service at the 2nd Floor Student Center are listed below. Please indicate how frequently (if ever) each is a problem.

26 The open space part of the question is a poor question.

37 Insufficient computers for clients especially in peak periods.
Management: Julie Pitts does not report to Dick. As long as that reporting structure

remains things will not improve.

68 Insufficient staff training.
Sabbatical replacement counselors really face a challenge in trying to assimilate all the information required to provide quality service to students. They have little support, receive minimal training and are baptized by fire typically on the evening shift or during peak times.
The counseling work group as a whole also appears to present the attitude that they cannot possibly learn another thing because their jobs are so much more complex and important than everyone else's. Given, the counseling work group's job may be misunderstood, nonetheless, it seems this group could benefit from at least some consensus building and teamwork training.

9. Please list any barriers not already listed above to providing the best possible client service at the 2nd Floor Student Center.

Career Services

21 The other weakness is the career part of student services. This is not to put down what xxxxx does. She does an excellent job under the present parameters but I think these should be re-examined and changed.

29 The biggest barrier is that Career Services staff is not allowed to doinitial career counseling/assistance. This CS staff has training and experience with career issues and yet is expected to refer all these requests to counselors. Some counselors are very adept at providing career counseling and many others do not have the interest or the time so it does not get done.

48 Referral/hand-off of students to various areas: is career counseling being done? By whom?

Communication

30 Lack of open communication from manager.

59 Lack of communication between areas.

Counseling

25 Counselors are often quick to criticize but not quick to accept criticism.

69 Counselors' feelings that counselors are superior to the rest of the 2nd Floor staff. Counseling not being willing to buy into the Success Center model.

Hours

10 Clients' request for weekend hours (Saturdays) we are currently not open.

70 Other faculty not available after 5:00 pm on campus, such as Records, professors, Academic Advisors.

71 One: rarely a student does become frustrated that we are open until 7 pm while Admissions, Records, VA, and Access close at 5 pm.

Peak issues

14 During peak times there is insufficient space and traffic control for amount of services and people.

18 During peak times, insufficient amount of chairs for students waiting to see a counselor.

Privacy

26 Lack of privacy. Similar to the idea of the 2nd element but slightly different.

59 Absolutely no confidentiality.

Role definition

14 Unclear distinction in roles between Registration and Success Center staff mainly.

21 I see two major weak areas: IS people are expected to know far more than they need to know. If they could just help students to get to the right professional to answer the students questions. The boundaries of what is appropriate for the IS to do is very fuzzy.

Signage

61 One of the barriers is the lack of signage in the Success Center. Students get confused on where to see a counselor and where to sign in for Access Center staff.

71 Aesthetically pleasing/appropriate signage needed especially in peak times. One parent of a student didn't know Success Center included Admissions and she drove all the way around campus before coming here.

Space

18 Insufficient amount of desktop space for students to use.
Success Center can become crowded during heavy registration periods

Staff

34 Additional temporary part-time staff is needed for peak times.

53 Need more full-time staff to cut down on turnover.

Staff Attitudes

25 Resistance of employees to embrace the change.

26 Poor service attitude in Registration/Records staff.

27 An unwillingness of staff to accept gray areas where the role divisions are not black and white.

49 Xxxx and her territorialism.

74 One of our greatest barriers is that not all staff located in the Success Center comply/agree with the model. The counseling staff specifically is constantly concerned with various aspects of the model. From a professional standpoint outside of the counseling staff, these concerns or complaints are often voiced in a very defensive territorial manner. I have heard them express concern about counseling not being recognized as the Counseling Center but as Counseling Services now. I believe that many on the counseling staff believe their status in Student Services has been lowered because of this change in title. What I do not believe they understand is that they do not have the time to be on the front line. This model puts Counseling Services up front by directing more students to that aspect of the process. Prior to this model many students simply went through the Admissions and Registration process and never considered seeing a counselor. The new model actually promotes counseling in an entirely new way. Throughout the survey there are low marks regarding communication, cooperation and respect for others. The attitude described above is what I believe is causing the split between providing a great service with a great model and the interaction of 2nd Floor teams.

Student Awareness

32 Lack of student awareness of all of the services offered.

Training

48 Insufficient cross training of staff.

Other

34 Again the model was designed to assist students/clients, not necessarily create or establish cohesive working relationships.

35 Seamless integration of student services on the 2nd Floor is not always possible when some staff report to different administrators.

42 We do not have enough phones in the waiting area or the computer area for students

to use during peak registration times.
Two: Rarely: Highly-educated person would like to enroll in a class the same day as they turn in the application. Highly educated person didn't want to provide transcript of prior education.

10. Please indicate your level of satisfaction with the following aspects of the 2nd Floor Student Center.

68 *Length of wait for users:*
If counselors see approximately 15,000 students for individual student advising sessions in a semester...15,000 divided by 20 counselors, divided by 50 weeks of the year the college is open, divided by 15 students a week, divided by a 5 day work week=3 students a day. Some days are unmanageably busy but why do students regularly have to wait to see a counselor?
Staff attitude:
It seems that every work group gets along professionally in cooperating with all work groups with the exception of the counseling work group, to which all other work groups must bow. It is unreasonable that the counseling work group is allowed to slow processes by not being able to come to group consensus under the guise of professional discretion and/or by sheer resistance to change. The overwhelmingly wide perception among non-counseling staff that the counseling work group as a whole is a demanding bully is very discouraging given that the individuals making up the group are wonderful caring, talented people whom individually I believe, are overwhelmingly admired, well liked and respected by non-counseling staff.

71 Need a few plants and pictures.

12. Overall, how would you describe the professional relationship you have with each of the following?

68 The overly important attitude and demanding nature of the counseling work group as a whole and the directors of Counseling and Financial Aid definitely interferes with service and adversely affects how I perceive the group and these directors.

13. Overall, how would you rate communication between yourself and each of the following?

68 From the counseling work group to my work group there is little communication typically except for Counseling voicing the mistakes they believe our or another work group has made. From my work group to Counseling it seems that Counseling is too busy or too important to be bothered to read an e-mail update, attend a meeting, volunteer to serve on a committee, listen...

14. Please indicate your level of satisfaction with the following aspects of your job at the 2nd Floor Student Center.

51 I work on the third Floor.
To have two (as you walk in) podiums; one on each side of the Student Center (each door).

58 Move counseling desks up front!

68 The most beneficial change that could be made on the Second Floor to improve my job satisfaction would be for everyone in Student Services to pick a philosophy and agree to work within it then work as a real team that values what each contributes, regardless of that staff person's title, education or specific job duties, to serving students.

15. If you could make one change, major or minor, to any aspect of the 2nd Floor Student Center that you think would be most beneficial in improving how satisfied you are with your job, what would that be?

Benefits

13 Having more benefits will motivate staff and decrease turn over rate, which would be the only reason I would leave this position.

29 To provide benefits to all staff, ptt and ptr at equal lengths and especially to have our Career Services coordinator position back in our staffing table. It was ftr.

70 More benefits for part time workers.

Communication

09 More communication so we'll all know what is going on all the time.

51 More communication with those on the third Floor.

59 There is no communication! IS staff often gives out wrong info to students. Registration staff then becomes the bad guy when we can't do what IS said we can. Counselors don't understand our job responsibility and what isn't our job responsibility. Why is the counselor desk at the back of the Student Center out of sight if counseling students is a front line responsibility? Counselors say it is because of confidentiality issues. Registration has the same confidentiality issues and we are hung out to dry.

Computers

06 . . . and there are still too few pcs for staff to use.

15 Have computers networked so we don't have to use disks.

Counselors

60 Move counselors out front.
Bringing the counseling team on board with the rest of Student Services.

Expectations

32 Clearer job description. I'd like to have a better idea of what is expected of me.

36 Because of the workload and the consequence of error in dealing with student needs, all of us tend to experience even minor communication gaps or perceived lack of coordination/cooperation as having a major impact on our own performance, increasing our stress. On the whole we are doing amazing things but often we see room for improvement negating that success. In short we are hard on each other and ourselves because our expectations are high.

Privacy

06 Private phone area needed.

18 . . . and privacy when meeting with students and staff.

24 Create a more private workspace and environment to perform duties such as reports, paperwork, etc.

34 I think Success Center staff needs more private spaces to 'rest' during their break. I just

feel badly for them that they cant really 'get away' to recuperate. A screen or portable wall would be helpful.

Reporting structure

21 The IS should be under the direction of counseling. Their job should be to help students get to the proper professionals to meet the students' needs. In my opinion the IS are over-trained then can't use that training. There is an element that they don't have and that in my opinion is not knowing how to or having the training to ask the right questions of the students to really learn what the student needs. They appear to do a good job of answering the student's questions but often the student doesn't know what he needs to ask. As a result they may not have the information that they (the student) really needs. I think our students often are short-changed when it comes to career counseling. The paraprofessionals do a good job but there is a need for professional counselors in the career center.

31 Information specialists included in Student Development group.

33 Reinstate the integrity of our service centers. We do not all work for the Success Center. We need to have a presence of each (Financial Aid, Advising, Counseling, Records, Business) without stripping away each program's identity.

49 Having the information specialist group report to/be a function of counseling. It is where they originated and where they belong.

50 Overall I am satisfied with my job. In spite of various packaging efforts/models my work remains relatively unchanged. I miss the identity we used to have as the Counseling Center.

Salary

28 Salary commensurate with job responsibilities. Salary level is currently too low.

47 It would be a nice change to have different salary levels in the Success Center assistant position based on experience, education and responsibilities. Right now there isn't any incentive to aspire toward.

19 Ability to attend more conferences, workshops or classes related to each individual's area to keep abreast of things and keep service high quality.

Staffing

25 Offer more full-time positions with benefits. Many of us have chosen careers in the field of higher education and would like to receive the benefits and hours that would signify how our work is appreciated.

34 Additionally, scheduled down-time for training or re-training is helpful but we need additional staff to cover the Success Center to assist students while we are in training.

37 I wish we could have more full-time positions.

Signage

59 There is no signage; students walk in and don't know where to go.

Training

08 More initial training for new 'professional' staff.

08 Training for paraprofessionals emphasized while professional staff is left to fend for themselves when they start.

08 Need a Success Center orientation for all new staff.

11 Clarification for students and community members who come in to Career Services. Career Services can work with students on career-related issues, but we cannot help them make decisions. I think some people assume we are counselors and get upset if we suggest speaking with a counselor.

Work space/office

06 Better work area. It is hard to focus in the work area for Success Center staff.

18 Opportunity for an office
I would like to have a bigger office space but know that I will have to wait.
24 Existing desk space is minimal. . .
Bigger office. It is difficult for me to work.
39 More work space for Financial Aid advisors.
40 Making the Career Services library bigger.
40 More room for employees.
42 I would put doors in the break room! Sometimes the smell of food permeates my hallway and office and it can be very uncomfortable!
73 Having my own office.

Other

02 Be included in planning for campus events.
15 Recognition that we are professionals who have been able to accomplish the major task of being trained and being competent in all student service areas without being expected to be perfect. Basically we do a good job considering what is expected from us.
19 We could benefit from making sure students have gone through all the steps they need to go through before signing in to see a counselor i.e.: assessment, orientation, application; better screening at Info podium and log-in desk.
23 Trust and respect based on truth. Ronald Reagan said, "Amazing what can be completed when no one cares who receives the credit." Too many egos!
35 Make sure my office is warm enough when it is very cold outside!
45 To have all veterans go through Phillip first and the Second Floor personnel if he is not available.
48 Turn down the volume on the fire alarms! Do they really need to be that loud?
61 A change to the Success Center is the placement of sign-in for counselors. Students don't always know where that is. And don't tell the receptionist when they leave to take their name off the list. Access students have problems signing in. The counselor receptionist needs to be more visible.
71 The life of a student is not made different by our service; the student educational stay with JCCC. It is possible a counselor would impact a life of a student but not as Success Center staff. Choosing a cookie cutter type consistency in staff could be bland for overall morale.

16. Please indicate your opinion about whether each service as currently offered meets users' needs or needs to be improved.

06 Banner seems to still have problems; transcript process.
14 *Academic Advising:* there seems to be a lapse in communication among counseling staffs and what everyone else is told.
14 *Information on other JCCC services*: not widely available and easily accessible.
57 *Counseling:* check in and tracking process.
67 *Course reinstatement*: Needs to be streamlined; difficult for many students with special situations (such as Internet classes).

17. For each of the services in Q16 that you marked, "Needs to be improved," please explain briefly. Be specific. Attach additional sheets, if needed.

Advising

20 Re: Advising: We are swamped. Better screening and increase the use of the quick question desk.

Admissions

20 Need more people to help in peak times in Admissions.

49 Admissions: Why do students have to wait and come back to turn/leave an application?

Career Services/Assessments/Counseling

08 It is awkward to hand off students for career counseling and/or assessments back and forth between counselors and resource library.

29 Career assessments have greatly reduced in the past two years. Career counseling in depth is not happening with all counselors. Students often come back to Career Services with their questions still needing assistance.

32 Assessments in choices could be improved; new ones maybe like Myers-Briggs and self directed search but others not as much.

33 Career Services in general has become less of a student service. Too much emphasis on career fairs, external events then on direct student assistance.

35 Career assistance: These areas are being addressed but it takes time to get them up to speed.

41 From my observation the career counseling aspect of the Student Center is not meeting the needs of students.

48 Use of career assessments for individuals has dropped sharply! Is career counseling really happening? An advisor from a four-year university shared that the number of seriously undecided students meeting with her has risen by 10% in the last year or so. Theoretically our entire student success model is based on a foundation of career development. So why isn't it happening?

49 Career: very hard to keep up to date.

50 The Career Counseling portion of the model needs to be strengthened. Counselors were to have taken on this role, far from full implementation. Need additional training. A definite weak link in our service. Needs to be evaluated!

69 Career assessments/inventories: I believe very few career assessments are being given since we have combined Academic and Career Counseling.

74 Career Services does a great job. However, the counseling staff is supposed to be providing career counseling as well as academic and brief personal counseling. I do not believe that all counselors are doing this. I believe many students are missing out on the career piece of counseling.

Computers

17 I think additional computer terminals/printers are needed in the Success Center for student use.

18 Needs to be more computers available for students in Success Center lab, especially those that are enrolling, not checking their email.

Counseling

68 Counselors as a group could better serve students by reducing the wait time. Some counselors need to improve service to students by keeping their appointments with students and some need to be in their offices when on phone duty. Service to students could also be improved if Career Counseling was truly incorporated as a regular component of Advising/Counseling. The Counseling department would benefit from improved management regarding group consensus, scheduling, accountability, communication and training of support staff, and sabbatical replacement and evening

counseling staff who proportionately, do an inordinate amount of counseling/advising.

Financial Aid

40 Also Financial Aid is a mess and they have messed up a lot of students' aid. They need to explain more.

46 Can't access FAFSA online.

Info on other JCCC services

10 The amount of information about the variety of other services is inconsistent, would like to see a more consistent look, i.e.: department web page too different. Newsletters and brochures. Too many different handouts.

18 Need bulletin boards and signage with announcements of events and activities.

20 JCCC services: are these all really covered in orientation, are students aware of all we offer?

31 Hard to include all brochures, correct info. No bulletin boards.

40 There are a lot of students who never know what's going on at JCCC.

59 Info on other JCCC services: I don't even know what is available or about Career Services or Access services.

61 The students don't seem to know or have knowledge of the services.

70 Other departments and services need to keep current the information about their services to the staff in the Success Center (2nd Floor staff).

70 Many students have trouble using their Internet service from home to access JCCC's website.

70 Also, our server seems to crash frequently during our busiest enrollment times.

Internet/on-line access

32 Internet access is slow. Often doesn't work at all.

34 Email and phone requests have nearly tripled or more in a year and this takes away from time to see students or answer questions face to face. Consequently faster server for Internet and more staff to cover phone duty.

46 Banner often down. Information online not consistent with printed info.

49 Internet: more PCs needed

59 Internet Access: Doesn't work for most students.

Phone

18 Needs to be free phones available to students outside of Success Center, i.e.: 2nd Floor walkway.

22 I am not sure if all phone requests are answered promptly and accurately.

33 Phone issues will always need improving.

42 Phone: sometimes there are not enough operators manning the phones and a student is kept on hold forever. i.e.: phone registration.

49 Phone: a virtual mate for the caller.

70 More and more students call in for advice now and it is hard to meet all their needs that way when we have students waiting in the center for help.

Reinstatement

25 Students often complain that the reinstatement process is time consuming.

42 Reinstatement process is cumbersome, especially if students have been dropped because of our mistake..

59 Course Reinstatement: A lot of problems and trouble for staff.

Transcripts

59 Transcripts: Students need to know who to call.

Transfer information

59 Transfer information: Most students don't know about it.

18. If you could make one change, major or minor, to any aspect of the 2nd Floor Student Center that you think would be most beneficial in improving service to 2nd Floor Student Center users, what would that be?

Career Services/Counseling

08 Allow Career Services staff to do career counseling.

46 The Career and Academic Library is under utilized. Career development/counseling is not happening at the level it should be and at the level it was occurring prior to the move.

48 Allow those with counseling degrees in Career Services to provide career counseling for students.

Cashier

16 Cashier.

17 . . . and business office cashier(s) available in Student Center.

26 Full time presence of a business office representative during Success Center hours. I would have the Business Office cashiers on the 2nd Floor, too

Communication

09 Daily email on what's new or what's going on in the department each day.

22 There needs to be a stronger communication between counseling and Information Specialists.

34 The amount of information used for 'training' in different work groups is immense. Somehow sharing or communicating that info is essential. Liaisons from work groups to other groups have proven helpful-somehow still need to get news out.

46 Communication is lacking as well as identity for work groups.

70 Better communication.

Computers

06 More computers. Line management during peak times (students waiting for computers).

17 Additional computer terminals for staff use at entrance

37 We need more computers especially during the peak registration periods

Cooperation

23 Trust and respect. Those words are mutual – can't trust someone you don't respect and vice versa!

68 The most beneficial change that could be made to improve service to users on the Second Floor would be for staff to cooperate as a real team working within the same philosophy toward the agreed upon focus of doing what is best for our students even if it means sacrificing personal feelings of investment in how my office is now, or personal investment in my own individual philosophy etc. and valuing the work each one of us does to serve, as equally beneficial to meeting the student's needs.

Counseling

01 Counselor check in desk:

01 Counselors do not log in and out accurately to show proper length of counseling session.

32 Have the person at the counseling check in desk be able to make appointments with specific counselors instead of handing off an extension number. Then student has to

play phone tag trying to make an appointment if they prefer to continue working with same counselor.

59 Move counselor quick question desk out from the back to the front of the Student Center so counselors are more available to students. Everyone thinks Registration staff is the counselor desk. If Registration is no longer the front line perhaps we should be at the back of the student center. The idea is to web enroll and not have students come to the Registration desk to have us do it for them.

60 Put counseling secretary up front.

Student awareness/expectations

28 Educate and inform student to enable them a clearer understanding and more realistic expectations concerning the time, details, and work involved in processing their requests and fulfilling their needs. Our students expect immediate results and actions, which many times are not possible. Many of our students lack the skills to plan ahead therefore causing undo stress on themselves as well as the staff.

15 Figure out how to attract more students to utilize facility and what our area offers. Career Services has lots to offer and I am not sure if student population knows this.

20 We need to be clear on deadlines, policies and procedures and make sure these are accessible and openly posted for students to see, i.e.: application deadline for graduation needs to be put on pipeline and other major places. Most students aren't aware and wait to see it in the schedule.

Space

14 Adequate space is needed to handle the volume of students seen. During peak times we may have up to 300 in the center each hour. It is nearly impossible to fit everyone in, much less serve them adequately.

40 Bigger!

58 Make the space available larger; computers are for students. Why-if we want the student(s) to use the web and this is the largest piece of enrollment we should enlarge the area to accommodate.

67 Many area specialists who often speak to students one on one have desks located in very open areas. To maintain privacy and create an environment that is more welcoming to these students with special situations it would be helpful to have more private or semi private offices.

Reporting structure

21 Put IS under the supervision of counseling. This is a major problem. The IS in the Success Center has created another 'kingdom'. They are 'over-trained' and as a result of wanting to use their training get into things with students that would be more in the student's interest to take up with a professional counselor or Financial Aid counselor. Put professional counselors back in the Career Center.

22 I feel that Information Specialists probably need to be under the are of counseling. Otherwise I like the setup.

29 Students would be better served with the change for Career Services to be a separate department with the ability to provide career counseling when it is needed by students coming into the area. This would remove the barrier of a disjointed delivery of career assistance, as it would be obtained in the department. This could allow for joint services with academic advising through the counseling office.

35 Success Center staff administratively needs to come under the Director of Counseling and Access services. This would help facilitate working together and to make sure we are all on the same page when it comes to delivery of services.

49 Returning the info spec to the counseling domain.

50 Success Center manager reports to counseling. That way we can be on the same page. The role of information specialists is way overblown. Initially, this position was created to assist us-counselors. Today they seem to have their own agenda and work separate from us. They spend far too much time training for the limited role this position was intended to serve. Almost all are part time and they come and go on a regular basis.

Signage

24 Have more signage in Success Center especially for the Registration and counselor advise desk areas-this would save time and energy directing students to these areas.

37 We also need more signs.

71 Aesthetically pleasing/matching signage this could easily be done with style and sophistication without taking from the prominence of our educational appearance.

Staffing

53 More full time positions.

74 More full time positions for the Success Center team to prevent/lower turnover rates and add consistency to this very important piece of the model.

Training

30 More training out of area of your expertise.

46 A new student orientation needs to be developed.

19 If each area had a mini in-service presented by other areas it would help everyone understand each other's roles more. As a result, we could refer students to the right people/area more easily.

Other

10 Consistent department web pages.

25 Create a service attitude in all areas.

41 Observation: the departments are so spread out. They used to be a more cohesive group (the individual departments). What change: I would have to know more about the operation of each department to suggest a change.

46 Student Activities presence (Clubs & Orgs) should be on 2nd Floor.

70 . . . and protocol for all staff to follow. We need procedures in place and in writing for some of our most common student issues and in terms of crisis management.

23. Comments

21 Why all the bogus confidentially? With the questions asked you might as well ask for our names. [xxxx]

23 Xxxx was the "great exploiter" then moved on leaving scars, bruises, hurts and wounds – almost destroyed us. No one single person in my years in higher education has been more destructive than she. Unbridled ambition with ego that is unfulfilled and did it all with a smile. Has wounded our trust and respect for one another beyond recognition. SO MANY SCARS!

24 Thanks for the opportunity to express my thoughts and opinions regarding Second Floor operations. The questions were well thought out in a manner, which should provide useful information for improving operations. Thanks!

26 In a more typical non-academic setting all the little age and gender and classification clues scattered throughout this questionnaire would generate considerable suspicion and paranoia about hidden agendas.

29 Thank you for providing an opportunity for each of us to reflect about where we are now. This is an excellent communication tool.

33 I am surprised that a survey collecting this amount of information overlooked the management structure. The structure and the function of each area are here to make this work. The administration needs to take responsibility for some of the need we have in this area. As an example the Success Center itself is very good at finding out what the incoming student needs and how to get him/her in touch with who needs to be seen next. But they are not the group to design or direct student development issues. I believe that when they attempt this problems arise. We need a center. The Second Floor, with services provided by several of our programs (counseling, administration, Financial Aid, etc). Success Center staff need to put people in touch with the group to serve their needs. In short, too late for that, we need a 'role and function' audit and then train people to serve their role, nothing more. Excess training breeds discontent.

35 I question the usefulness of a survey of this type at this time.

42 I have a problem with the name Success Center. I think that name is non-explanatory. A student who is new to the college would have NO idea what this place is all about. A name like Student Services would have made much more sense. The name Success Center is absurd and silly and doesn't really mean anything. It actually bothers me to say it out loud for example when I answer a phone. I really wish we could drop that silly name and adopt a more serious one like Student Services.

50 We talked today that nowhere in this survey is management mentioned. I think there are many unresolved issues among the program directors. I sense there is a lack of trust and respect among this cohort. Those that hitched their wagons to xxxxx are now hung out to dry. Lack of trust and respect has a way of tracking downward and eventually these issues spread among all in this division. We say we are not enrollment driven. That is a joke! We are completely enrollment driven! This model obviously needs work if it is going to take personnel shifting and re-organizing the organizational chart to begin.

56 I don't work on Second Floor or have any contact with them. I do have a daughter that attended last year and used the Student Center. Her comments: always a long wait for a counselor and sometimes the student workers are rude and not in a very good mood.

58 One: Counseling (quick question and log in desk) should be out front where students can see them. Right now everyone sees the Registration desk and most of the time Registration receives all the questions mainly students looking for Counseling/Access and other services. Two: There should be a charge for printing transcripts. Too many times a student wants ten or more because they are free. Three: There should be an easier process for course reinstatement forms. Registration has to complete a really lengthy form and students need all teachers' signatures. The process is too long and involved after all of this the students have to come back to the Student Center. Four: There should be paintings on the walls of the Success Center; too boring with all white walls.

59 Need to decide what we want to do to unite all of us and quit blowing our horn to the nation of colleges and universities about how wonderful we are and our student center is. We need to be great not act like we are great. I think some of administration is too tuned into the physical surrounding and not what we are actually doing.

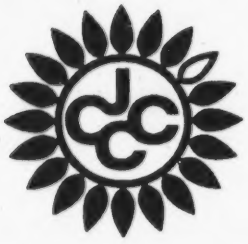
68 Thanks for doing the survey/evaluation we needed to be able to clear the air and get focused on finding some resolutions, solutions and compromises.

69 I believe that all areas on the 2nd Floor work well together; Financial Aid, Success Center staff, Access, Career, and Registration. They all seem to understand the

concept of the Success Center and work well together. The counselors don't seem to want to work within the Success Center model. They are distrustful of the Success Center staff and the job responsibilities of the Success Center. Many have an air of superiority and entitlement around other Student Services staff. They do believe in helping the student and I believe have the student's best interest at heart.

71 Questions 10-13 are difficult to answer as we switch stations on the hour. This station switching is excellent to reduce boredom however it leaves little opportunity to build a good professional relationship. Most people who work here are extremely professional and easy to get along with and the station switching is accepted well. This in turn will create more opportunity for outside activities for getting to know your opportunities.

74 I do believe that the counseling staff mean well and want to be a part of a solution. However, they were not informed or worked with about the model or how the change might feel. At this point, they feel like they have been demoted in status. The reality is that the model does not allow for levels of importance. Each team plays a vital role in making it work, regardless of whether a high school diploma or a graduate degree is required.



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